

Factors that Influence English Learners in a Japanese Women's Junior College — Beliefs and Motivations —

日本の女子短期大学学生の英語学習に影響する要因
— 信念と動機づけ —

Kaoru Mita

Professor, Department of English Communication

Anamaria Isticioaia-Budura

Full-time Lecturer, Department of English Communication

Robert Christopher Lavey

Part-time Lecturer, Department of English Communication

三 田 薫

英語コミュニケーション学科教授

アナマリア・イステイチャイア-ブドゥラ

英語コミュニケーション学科専任講師

ロバート・クリストファー・レビー

英語コミュニケーション学科兼任講師

Summary :

This paper explores students' beliefs and motivations concerning English-language learning in a women's junior college in Tokyo. The participants are first-year students who all take a general English course there. Factor analysis extracted 5 factors, namely Intrinsic-Instrumental-Integrative Motivation (F1), English-Learning Determination (F2), Extrinsic-Instrumental Motivation (F3), Beliefs on Reading & Writing (F4), and Beliefs on Listening & Speaking (F5), which indicated a mismatch between the perceptions of the students and their teachers concerning teaching grammar and writing. The subsequent path analysis of the participants, divided into two by their particular major, revealed a significant difference between the two.

和文抄録 :

本稿では一般英語必修科目を受講する東京の女子短期大学1年生の英語学習に対する信念と動機づけを調査した。因子分析の結果、5つの因子が抽出された: 内発的・道具的・統合的動機づけ (F1)、英語学習の決意 (F2)、外発的・道具的動機づけ (F3)、読み書き学習の信念 (F4)、聞き話す学習の信念 (F5)。その中に教師と学生の英語学習に対する信念のミスマッチを示すもの

があった。専攻別多母集団同時パス解析は、1つのパスで顕著な違いを示した。

Key Words : motivation, BALLI, factor analysis, path analysis, general English, women's junior college, EFL, curriculum, grammar, writing

キーワード: 動機づけ、BALLI、因子分析、パス解析、一般英語、女子短期大学、EFL、カリキュラム、文法、ライティング

Introduction

Many colleges in Japan have implemented English as foreign-language (EFL) courses for all first-year students, which reflects the mounting expectations from the business community and the globalized society. Our university and junior college also started mandatory English classes for all students in 2010. This year at our women's junior college in Tokyo, the center for foreign-language education became independent from the affiliated university. Our English-teaching staff decided that we had a responsibility to survey our students' beliefs and motivations concerning their English-language learning situation so that we could be better prepared to address their needs.

There are many strong beliefs about which factors contribute to successful language learning such as aptitude, learning style, gender, culture, nationality, motivation, attitude, age, personality, and the like. Sometimes, teachers and students have contrasting ideas on what effective language teaching really entails. Brown (2009) states that "mismatches between students' and their teachers' expectations can negatively affect L2 students' satisfaction with the language class and can potentially lead to the discontinuation of L2 study" (p. 46). If we can align our ideas on effective language teaching with those of students' goals, perceptions and needs, we should be able to improve our English-language curriculum.

Motivation also has a very important place in language learning. According to Oxford (1984), this is one of the most powerful components determining the extent of student involvement in learning. There are many different motivational theories and it is most likely that some form of a combination of all of them motivates the language learner and therefore, more research is needed to be carried out on how the educational setting affects EFL learning motivation.

The research conducted for this paper focused on two factors: the motivation of the students involved and their beliefs, which they have concerning learning English. During the 2014 spring semester, we gave them questionnaires concerning these two areas, and their answers were examined statistically. These surveys were based on both the Beliefs About Language Learning Inventory (BALLI), developed by Elaine Horwitz, and the established concepts of motivation.

Beliefs and Perceptions

BALLI, as mentioned above, was developed by Elaine Horwitz at the University of Texas, and has been proven to be a successful way of identifying students' beliefs concerning language learning, which may be connected to other important factors such as anxiety about language learning or learning strategies.

Research has shown the importance of studying this area (Bernat & Lloyd, 2007; Horwitz, 1987, 1988, 1999) in EFL classes. For instance, some students wanted more opportunities for free conversation, while others wished to focus more on learning vocabulary or grammar. It is essential for educators to be aware of students' beliefs and strive to satisfy their expectations so that they will not lose their confidence and ultimately achieve their goals. It is easy to foresee occasions "where preconceived notions about language learning would likely influence a learner's effectiveness in the classroom" (Horwitz, 1988, p. 283). It would also be plausible that teachers bring their own preconceived ideas into the classroom. Therefore, we need to do our best to identify any misconceptions about language learning and bring them to light. If we replace incorrect beliefs with new and correct information, it is likely that our students will have a better chance to succeed.

Different cultures and social milieu can affect how language is taught in EFL classrooms. Horwitz (1988) states that "If beliefs about language learning are prevalent in the culture at-large, then foreign language teachers must consider that students bring these beliefs with them into the classroom" (p. 283). Teachers at the University of Texas have used BALLI in their discussions at the start of their ESL classes in order to support students, who wish to develop a better learning strategy, and clear up any misconceptions about language learning. The ultimate goal for these researchers and educators was to determine and adopt a more productive and effective learning strategy for such students.

Horwitz (1987, 1988, 1999) used BALLI in her research in order to understand learners' beliefs about language learning so that, as an educator, the "right" way of language instruction could be offered and give students an appropriate learning strategy. The beliefs that the inventory presents are as follows: foreign-language aptitude, the difficulty of language learning, the nature of language learning, learning and communication strategies and motivations. The ultimate goal for researchers and educators is to determine and adopt a more productive and efficient learning strategy for ESL students.

Bernat and Lloyd (2007) have also investigated the relationship between beliefs about language learning and gender through BALLI, consisting of 34 items, administered to 155 female and 107 male English EFL students enrolled in an academic English program. The results show that both genders had similar beliefs about language learning.

Motivation Studies in Japan

Although our survey basically uses the traditional dichotomies of Gardner's integrative/instrumental motivation, and extrinsic/intrinsic motivation incorporated into second language acquisition (SLA) research since 1990s from psychology, L2 motivation has continued to be one of the most attractive research fields, which has brought about the publication of numerous international papers. In this situation, it is noteworthy that surveys and research, developed in Japan, have a special status in the L2 motivation field, where they have contributed greatly, particularly in the area of demotivation, and currently in the major field of research dealing with self and identity.

One may ask why literature on foreign-language motivation and demotivation in Japan is so influential. Ushioda (2013) analyzes that this stems from the 'problematic' Japanese educational context: those of 'the exam hell' in high school and the sudden release from such pressures after that, which no longer offers students an unquestionable rationale or motivation to study hard.

According to her (2013, pp. 5-6), demotivation is obviously a significant phenomenon in English-language education in Japan, and nearly all the leading empirical research in the SLA field currently is conducted in that country. Previous research studies of demotivation in non-Japanese settings have typically focused on teacher variables as the most significant demotivating factor. However, the more extensive and systematic investigations of L2 demotivation in Japan suggest other possible causes, which can demotivate students (Kikuchi, 2013, p. 207), such as tests, handouts, the textbooks selected, or the class atmosphere created by the teachers. Kikuchi classifies factors of demotivation in key studies in Japan into 6 areas: teacher, characteristics of classes, experiences of failure, class environment, class materials, and learners' interests.

Another contribution of SLA research in Japan concerns recent re-conceptualizations of L2 motivation in relation to self and identity, which has actually been used in the title of a major publication, namely *Motivation, language identity and the L2 self* (Dornyei and Ushioda, 2009).

The value of the traditional concept of integrative motivation, which is defined in its strictest sense as identification with and a desire to integrate into the target language community (Gardner, 2001), has been questioned since the acceleration of globalization, especially when there is no such definite community into which learners of English are motivated to integrate. Some important studies in Japan have contributed to the development of these current theoretical perspectives, and questioned the meaning and relevance of the notions of integrative motivation in a Japanese context, i.e., the factor relating to positive attitudes of Japanese EFL students toward native speakers and the target culture, did not seem to fit Gardner's original definition (Irie, 2003; Nakata, 1995; Yashima, 2000, 2002). Japanese researchers have developed alternative concepts such as Yashima's 'international posture,' who described this concept as

“openness towards dissimilar others and a willingness to approach them as well as interest in an international vocation and in global affairs” (Yashima, 2013, p. 39). Ushioda notes that the work of these researchers has contributed to the reframing of L2 motivation in relation to the notions of self and identity.

Both the literature of demotivation and reconceptualization of integrative motivation will surely function as a powerful force to directly help reconsider and improve English education, particularly in general English courses in colleges, since a great deal of research has been conducted on participants of EFL Japanese college students in various majors, taking general English.

Research Questions

- What are the students' beliefs and motivations concerning learning English in our junior college?
- Are there any mismatches between the perceptions of students and teachers concerning effective learning?

Method

Participants

The participants were all first-year Japanese female students, mostly aged 18. As noted above, all the students in our junior college are required to take a general English course, namely “Integrated English,” consisting of two classes a week, combined into one course. One class is taught by a Japanese teacher, while the other is taught by a native speaker. Students are evaluated on the combined results of both classes.

In the spring term of the first year, students from the Department of English Communication are required to take this course, and in the fall term, those from the Department of Japanese Communication are obligated to do the same. Originally, Integrated English had only one textbook, where both Japanese and native-speaking instructors taught different parts of it. This was used until the end of the 2013 school year, but from the spring semester of the following year (2014), two textbooks began to be utilized, one for Japanese teachers and the other for native speakers.

Until that time, students had been placed into different classes, based on the results of an English-language pre-test. However, for the year 2014 (the year for the current survey), such division, based on the students' English proficiency, has not been conducted, though placement testing will resume from the next academic year.

The participants of this survey were all from the Department of English Communication, consisting of two majors: Tourism and Business Course (TBC), and Global Communication

Course (GCC). There are several regular subjects, which focus on either major, but students of both can register for all elective subjects except for one exclusive class for students of each major. Moreover, they are also able to join in the activities related to Tourism and Business (e.g., internship programs at airports), or Global Communication (e.g., study-abroad programs). Thus, the choice of either major by the participants of this current research can be said to represent their interests or preferences rather than some specific purposes attained by taking classes of either major.

Regardless of the major to which they belong, the students of the Department of English Communication need to take quite a few English-language learning classes. For example, in the spring semester of the first year, there are four such mandatory classes every week for all the first-year students of the Department of English Communication besides Integrated English, and there are also many elective English-language classes open for registration.

Procedures

A 40-item questionnaire was developed to examine the perceptions, attitudes, motivations, and expectations concerning English-language learning. The participants rated each closed-response item on the 7-point Likert scale in terms of perceived agreement: 7 (strongly agree) to 1 (strongly disagree).

As stated in the introduction, we referred to Horwitz's (1987) Beliefs About Language Learning Inventory (BALLI) in choosing the items for the questionnaire. BALLI is a widely used instrument for assessing beliefs of the learner in relation to second- or foreign-language learning (e.g., Horwitz, 1999; Kern, 1995; Kuntz, 1997; Oh, 1996; Park, 1995; Siebert, 2003; Tanaka & Ellis, 2003; Tumposky, 1991; Yang, 1999). It measures beliefs in five language learning areas: (1) foreign-language aptitude, (2) the difficulty of language learning, (3) the nature of language learning, (4) learning and communication strategies, and (5) motivations and expectations. Although we created our questionnaire items in reference to BALLI, we did not employ them directly; most of the questions were modified or simplified for the purpose of fitting them to our students' learning milieu and expectations.

Items 3-6 correspond to Horwitz's "Foreign Language Aptitude," while 2, 7-10 correspond to "the Difficulty of Language Learning." Items 38 and 40 deal with "the Nature of Language Learning" and 39 concerns Horwitz's "Learning and Communication Strategies."

All the other items from 11-33 refer to several major research areas concerning motivations, while simultaneously corresponding to Horwitz's "Motivations and Expectations". These items were included as they mainly employ the established concepts such as instrumental/integrative motivation, or intrinsic/extrinsic motivation, particularly referring to Schmidt, Boraie, and Kassabgy (1996), Kimura, Nakata, and Okumura (2001), and Yashima, Zenuk-Nishide, and

Shimizu (2004). However, some of the items were newly added, based on the answers of open-ended questions found through a pilot study conducted in April: "I study English because I want to marry a foreigner in the future (32)." Another 3 items (20-23), added for our students, are related to Japanese language and culture. Some of our former students have decided to become future Japanese-language instructors as they had realized the pleasure of teaching Japanese to local people while staying overseas as part of our school's study-abroad program. Another reason for adding Japanese-language-related items was that we have students of the Department of Japanese Communication, who also take Integrated English, which is mandatory for graduation and hence, their interest in the Japanese language had already been taken into account.

This survey was administered to first-year junior college students in July, at the beginning of the 10th week of the spring semester. Initially, 128 students participated, though 15 were excluded for a number of reasons, including returning blank or incomplete forms and therefore, the final number of participants was 113 (80 from the Tourism and Business Course, and 33 from the Global Communication Course). The IBM SPSS 22.0 predictive analytics software for analyses was used in this data set. We conducted factor analysis first, and the results were subsequently used for creating a path model by using IBM AMOS 22.0.

Results

The 40 items were subjected to factor analysis. Descriptive statistics for the 7-point Likert-scale questionnaire items ($n=113$) are provided in Appendix 1. Using the Principal Factor Method and Promax Rotation, five factors exceeding an eigenvalue of 1 were extracted, which accounted for 61.51% of the total variance.

The loadings of the items are shown in Table 1, in which those under .45 have been removed.

Finally, the internal consistency reliability of the items was checked by Cronbach's alpha coefficient, which is as follows: Factor 1: $\alpha=0.92$, Factor 2: $\alpha=0.92$, Factor 3: $\alpha=0.88$, Factor 4: $\alpha=0.82$, Factor 5: $\alpha=0.86$.

Factor 1 with 10 items is related to the incentive to use English overseas for work, living, marriage, study, and building intercultural relationships, or for interests in the cultures of the target countries. The first four items from the highest loading in order show overseas as instrumental in the students' motivation, i.e., instrumental motivation¹: "I study English because I want to work in a foreign country in the future (30)," "I study English because I want to live in a foreign country in the future (31)," "I study English because I want to marry a foreigner in the future (32)," and "I study English because I want to study abroad in the future (29)." The next four items are related to cultural exchanges and friendship, i.e., integrative motivation: "I study English because I want to spread Japanese culture overseas (20)," "I study

Table 1 Principal Factor Method: Factor Loadings

No.	Factors	1	2	3	4	5
30	I study English because I want to work in a foreign country in the future.	.968	-.246	.060	-.059	.048
31	I study English because I want to live in a foreign country in the future.	.955	-.023	-.115	.051	.018
32	I study English because I want to marry a foreigner in the future.	.764	-.041	-.109	-.021	.013
29	I study English because I want to study abroad in the future.	.745	.030	.070	.002	-.031
20	I study English because I want to spread Japanese culture overseas.	.653	-.097	.021	.233	-.072
21	I study English because I want to teach Japanese to people from abroad in the future.	.646	-.163	-.055	.110	-.005
19	I study English because I want to contribute to social activities such as international support.	.600	.008	.107	.136	-.066
33	I study English because I want to make friends with foreigners.	.572	.277	.085	-.087	.008
26	I study English because I am interested in American and British cultures.	.562	.266	-.061	-.099	.141
27	I study English because I want to read books and magazines in English.	.522	.320	-.034	-.032	.184
38	I think the study of grammar is essential for improving my English proficiency.	-.192	.966	-.064	.127	-.035
39	I think the study of pronunciation is essential for improving my English proficiency.	.105	.832	-.024	.197	-.350
37	I want to improve writing skills particularly at college.	-.100	.796	.051	.058	.119
40	I think the study of vocabulary is essential for improving my English proficiency.	-.131	.784	.005	.021	-.015
34	I want to improve listening skills particularly at college.	.084	.743	-.081	-.240	.035
36	I want to improve reading skills particularly at college.	-.061	.742	.049	.005	.079
35	I want to improve speaking skills particularly at college.	-.121	.721	.157	-.143	.035
28	I study English because it is useful when I travel abroad.	.326	.482	.055	.015	-.012
25	I study English because I want to understand the conversation in movies in the original language.	.350	.474	-.004	-.010	.165
14	I study English because it might be necessary when working for a company in the future.	-.027	-.011	.944	-.002	-.053
12	I study English because I want to do a job requiring English in the future.	.195	-.068	.781	-.075	-.042
11	I study English because it is useful when looking for a job.	-.320	.202	.649	.073	-.002
13	I study English because I want to get a high score on the TOEIC.	.156	.027	.644	.043	.039
17	I study English because I want to be well-adjusted to the globalized society.	.199	.129	.535	-.025	.038
5	I am good at reading English.	.191	.105	-.077	.757	-.152
8	Writing is a good way of studying English for me.	-.085	-.046	.050	.686	.388
7	Reading is a good way of studying English for me.	-.091	.008	.026	.660	.333
6	I am good at writing English.	.181	-.053	.040	.660	-.197
10	Speaking is a good way of studying English for me.	.019	.011	-.044	.004	.816
9	Listening is a good way of studying English for me.	.071	-.003	-.006	.024	.811
Eigenvalue		11.51	3.20	2.55	1.72	1.32
Percentage of Variance		37.13	9.32	7.28	4.58	3.20
Cumulative Percentage of the Total Variance		37.13	46.45	53.73	58.31	61.51

Note. Extraction Method: Principal Factor Method. Rotation Method: Promax with Kaiser Normalization. Rotation converged in 6 iterations.

English because I want to teach Japanese to people from abroad in the future (21),” “I study English because I want to contribute to social activities such as international support (19),” and “I study English because I want to make friends with foreigners (33).” The last two items are related to an interest in the culture in English-speaking countries, i.e., intrinsic motivation: “I study English because I am interested in American and British cultures (26),” and “I study English because I want to read books and magazines in English (27).”

Combining these three aspects, Factor 1 is labeled Intrinsic-Instrumental-Integrative Motivation (IIIM), adopting “Intrinsic-Instrumental-Integrative Motive” by Kimura *et al.* (2001). In their analysis of the motivation of college students, “Intrinsic-Instrumental-Integrative Motive” was the first factor extracted.

Items 20, 21, 19, and 33 also have possibilities of being categorized as part of the International Posture proposed by Yashima (2000, 2002), which includes, for example, “I want to work in an international organization such as the United Nations” or “I’m interested in volunteer activities in developing countries such as participating in Youth International Development Assistance” (Yashima, 2002).

Factor 2 comprises 9 items related to perceptions and the needs of learning English.² The item with the highest loading was “I think the study of grammar is essential for improving my English proficiency (38),” followed by 6 items, also related to improving English skills: “I think the study of pronunciation is essential for improving my English proficiency (39),” “I want to improve writing skills particularly at college (37),” “I think the study of vocabulary is essential for improving my English proficiency (40),” “I want to improve listening skills particularly at college (34),” “I want to improve reading skills particularly at college (36),” and “I want to improve speaking skills particularly at college (35).” The last two items (28 and 25) may not appear to fit into this group, but it can be interpreted that they are a kind of indexes indicating proficiency, at which the students are aiming: “I study English because it is useful when I travel abroad (28),” and “I study English because I want to understand the conversation in movies in the original language (25).” That is, they wanted to improve their skills to the level where they could use them while traveling abroad or understanding conversations in movies and so on. These two items manifest high loadings (more than .30) in Factor 1 as well. Thus, they can be ambiguous and interpreted either in the F1 and F2 orientations.

These 9 items are all related to expectations and determination concerning English-language learning. Therefore, Factor 2 is designated English-Learning Determination (ELD), following Schmidt *et al.* (1996), where the first factor of their analysis concerning the motivation of Egyptian adult learners is classified as ‘Determination,’ which describes high motivational strengths and determination to learn English well.

Factor 3, with 5 items, is related to obtaining jobs or other instrumental reasons: “I study

English because it might be necessary when working for a company in the future (14),” “I study English because I want to do a job requiring English in the future (12),” “I study English because it is useful when looking for a job (11),” “I study English because I want to get a high score on the TOEIC (13),” “I study English because I want to be well-adjusted to the globalized society (17).” Thus, Factor 3 is designated Extrinsic-Instrumental Motivation (EIM), which follows “Extrinsic-Instrumental Motive” by Kimura *et al.* (2001), the second factor extracted by their factor analysis.

Factor 4, with four items, is related to reading and writing English, describing confidence in and preference for studying reading and writing: “I am good at reading English (5),” “Writing is a good way of studying English for me (8),” “Reading is a good way of studying English for me (7),” and “I am good at writing English (6).” Thus, Factor 4 is designated Beliefs on Reading & Writing (BRW).

Factor 5, with two items, is related to preference for listening and speaking: “Speaking is a good way of studying English for me (10),” and “Listening is a good way of studying English for me (9).” Thus, Factor 5 is designated Beliefs on Listening & Speaking (BLS). Descriptive statistics for a subscale of each factor are in Table 2 below.

Table 2 Descriptive Statistics for the Subscales of the Five Factors

	<i>Mean</i>	<i>SD</i>
Factor 1: Intrinsic-Instrumental-Integrative Motivation (IIIM)	4.47	1.36
Factor 2: English-learning Determination (ELD)	5.76	1.00
Factor 3: Extrinsic-Instrumental Motivation (EIM)	5.35	1.17
Factor 4: Beliefs on Reading & Writing (BRW)	3.48	.955
Factor 5: Beliefs on Listening & Speaking (BLS)	4.27	1.31

Note. $n=113$.

The matrix of Pearson correlation coefficients among the subscales of those five factors is shown in Table 3. We also examined the correlations between the subscales of those five and the

Table 3 Pearson Correlations between the Subscales of the Five Factors and the Standardized Test Score

	1	2	3	4	5	TEST
Factor 1: Intrinsic-Instrumental-Integrative Motivation (IIIM)	—	.562**	.572**	.275**	.349**	-.008
Factor 2: English-Learning Determination (ELD)		—	.637**	.169	.402**	.044
Factor 3: Extrinsic-Instrumental Motivation (EIM)			—	.296**	.324**	.011
Factor 4: Beliefs on Reading & Writing (BRW)				—	.303**	.117
Factor 5: Beliefs on Listening & Speaking (BLS)					—	.013
Standardized Test Score						—

Note. $n=113$. ** $p < .01$.

students' proficiency. For a variable of proficiency, the scores of the standardized test, administered in April, were used (ELPA: an examination of 60 minutes in total, with 15 min. for the listening part, and 45 min. for the reading and grammar parts). The correlations of all the 5 subscales and the standardized test scores turned out not to be statistically significant.

For the purpose of examining the data more closely, we divided the whole group into two, based on to which major group they belonged: the Tourism and Business Course (TBC) or the Global Communication Course (GCC). The result of the *t*-Test showed that the two groups differed significantly with respect to the following two subscales: the subscale of Factor 1: Intrinsic-Instrumental-Integrative Motivation (IIIM) ($t = 2.16$, $df = 111$, $p < .05$), and that of Factor 5: Beliefs on Listening & Speaking ($t = 2.13$, $df = 111$, $p < .05$). In both cases, the Global Communication Course group showed higher mean values as indicated in Table 4.

Table 4 Mean, SD and t-Value for the Subscales of the Two Groups

	Tourism and Business Course group		Global Communication Course group		<i>t</i> -value
	<i>Mean</i>	<i>SD</i>	<i>Mean</i>	<i>SD</i>	
Factor 1: Intrinsic-Instrumental-Integrative Motivation (IIIM)	4.30	1.30	4.90	1.45	2.16*
Factor 2: English-Learning Determination (ELD)	5.70	1.01	5.92	0.96	1.10
Factor 3: Extrinsic-Instrumental Motivation (EIM)	5.36	1.04	5.32	1.45	0.16
Factor 4: Beliefs on Reading & Writing (BRW)	3.39	0.89	3.69	1.07	1.54
Factor 5: Beliefs on Listening & Speaking (BLS)	4.10	1.30	4.67	1.25	2.13*

Note. * $p < .05$.

The tables below are the correlations between the subscales of the five factors and the standardized test scores: Table 5 shows the data of the Tourism and Business Course group students, while Table 6 shows those of the Global Communication Course group students. The correlations of all the 5 subscales and the standardized test scores turned out not to be statistically significant.

We explored further in order to demonstrate the differences between the Tourism and

Table 5 Pearson Correlations between the Subscales of the Five Factors and the Standard Test Score of Tourism and Business Course Group Students

	1	2	3	4	5	TEST
Factor 1: Intrinsic-Instrumental-Integrative Motivation (IIIM)	—	.600**	.559**	.125	.349**	.001
Factor 2: English-Learning Determination (ELD)		—	.647**	.148	.376**	.011
Factor 3: Extrinsic-Instrumental Motivation (EIM)			—	.260*	.324**	-.009
Factor 4: Beliefs on Reading & Writing (BRW)				—	.277*	.144
Factor 5: Beliefs on Listening & Speaking (BLS)					—	-.014
Standardized Test Score						—

Note. $n=80$. ** $p < .01$; * $p < .05$.

Table 6 Pearson Correlations between the Subscales of the Five Factors and the Standard Test Score of Global Communication Course Group Students

	1	2	3	4	5	TEST
Factor 1: Intrinsic-Instrumental-Integrative Motivation (IIIM)	—	.456**	.643**	.492**	.263	-.153
Factor 2: English-Learning Determination (ELD)		—	.666**	.178	.434*	.062
Factor 3: Extrinsic-Instrumental Motivation (EIM)			—	.364*	.367*	.057
Factor 4: Beliefs on Reading & Writing (BRW)				—	.301	-.010
Factor 5: Beliefs on Listening & Speaking (BLS)					—	-.052
Standardized Test Score						—

Note. $n=33$. ** $p < .01$; * $p < .05$.

Business Course group and that of the Global Communication Course by conducting path analysis. After examining the correlation coefficient of each subscale score of the factor analysis and conducting a multiple linear regression analysis of them with each variable used as a dependent variable, we tested several path models, and obtained the following with good fit indexes: CMIN=3.091, $df=4$, $p=.54$ (the chi square is insignificant, which is indicative of the goodness of fit), Goodness-of-Fit Index (GFI) = .99, Adjusted Goodness-of-Fit Index (AGFI) = .93, Root Mean Square Error of Approximation (RMSEA) = .00, and Comparative-Fit Index (CFI) = 1.00. During the process, the observed variable “Beliefs on Reading & Writing” was eliminated for the purpose of obtaining better fit indexes. Figure 1 shows the path model of the Tourism and Business Course group, while Figure 2 demonstrates that of the Global Communication Course group.

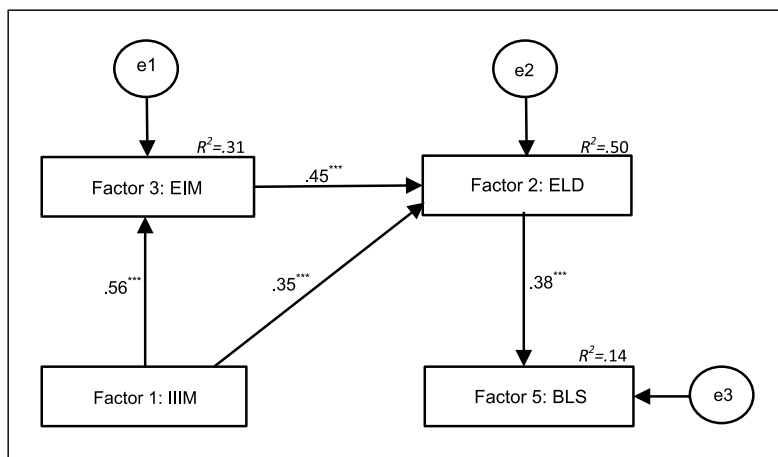


Figure 1 Path Model of the Tourism and Business Course Group

Note. $n=80$. *** $p < .001$. Numbers are standardized estimates. Fit statistics: CMIN=3.091, $df=4$, $p=.54$; GFI=.99, AGFI=.93, RMSEA=.00, CFI=1.00. EIM: Extrinsic-Instrumental Motivation; ELD: English-Learning Determination; IIIM: Intrinsic-Instrumental-Integrative Motivation; BLS: Beliefs on Listening & Speaking.

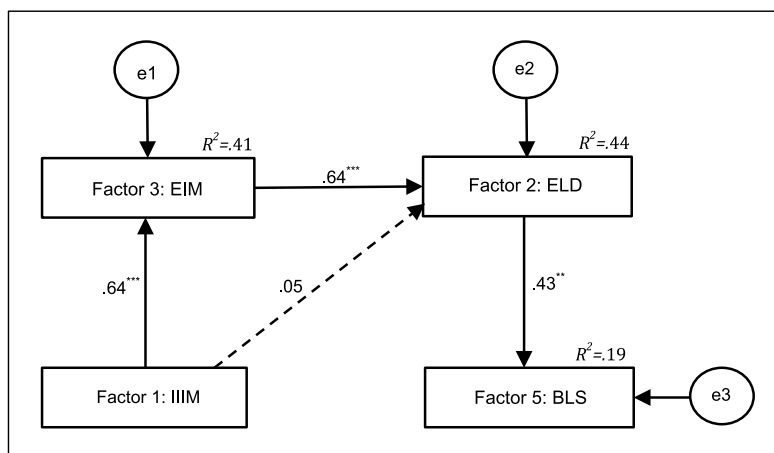


Figure 2 Path Model of the Global Communication Course Group

Note. $n = 33$. *** $p < .001$; ** $p < .01$. Numbers are standardized estimates. The dotted line indicates an insignificant path. Fit statistics: CMIN=3.091, $df=4$, $p=.54$; GFI=.99, AGFI=.93, RMSEA=.00, CFI=1.00. EIM: Extrinsic-Instrumental Motivation; ELD: English-Learning Determination; IIIM: Intrinsic-Instrumental-Integrative Motivation; BLS: Beliefs on Listening & Speaking. All the numbers of fit statistics are the same as Figure 1.

The path model revealed clearly the differences between the Tourism and Business Course (TBC) group and the Global Communication Course (GCC) group. Whilst all the paths of the TBC group were statistically significant ($p < .001$), the model of the GCC group showed that the path from IIIM to ELD (the dotted line) was *not* insignificant.

Discussion

Of all the five factors extracted from the factor analysis, Factor 1 (Intrinsic-Instrumental-Integrative Motivation) and Factor 3 (Extrinsic-Instrumental Motivation) are related to motivation, while Factor 2 (English-Learning Determination), Factor 4 (Beliefs on Reading & Writing) and Factor 5 (Beliefs on Listening & Speaking) are related to beliefs about English-language learning.

It was discovered that the TBC and the GCC groups differed significantly with respect to the following two subscales: the subscale of Factor 1: Intrinsic-Instrumental-Integrative Motivation, and that of Factor 5: Beliefs on Listening & Speaking. In both cases, the GCC group showed higher *mean* values, i.e., this group seems to have a stronger interest in such aspects as working, staying, studying abroad, cultural exchange, and contributing to international activities (Factor 1), and demonstrates a higher preference for listening and speaking as their study of English (Factor 5).

However, the subsequent analysis of the data, using path analysis, displayed an unexpected phase of this group as in contrast to the TBC group; it revealed that there was no statistically

significant path from the observed variable of Factor 1 subscale to that of Factor 2 subscale. That is, having interests in English-speaking countries and desiring to stay there did not seem to be sufficient for an individual's willingness to study English.

Several studies have shown the relationship between motivations or attitudes, and proficiency or the willingness of Japanese EFL students to communicate. For example, Chihara and Oller (1978) found that the relationship between attitudes and English proficiency was weak in such EFL students, and Yashima (2002) pointed out that there was no direct path from motivation to willingness to communicate, in contrast to previous scholars' research in Canada. In an extreme case, Leaver (2003) describes individuals who are highly ethnocentric and do not have any interest in the cultures of the countries of the target languages, who achieved a very high level of L2 proficiency. Accordingly, Hiromori (2013) suggests that the relationship between motivation and proficiency should be regarded as complex, rather than a linear correspondence.

Our path model, however, illustrates that if an individual is stimulated to have Extrinsic-Instrumental Motivation such as obtaining a high score on the TOEIC, or trying to take advantage of English proficiency just to get a job, in addition to having an interest in overseas affairs, she will tend to reach English-Learning Determination. Therefore, as an educator of the students of the GCC group, encouraging them to study for some concrete and short-term goal would be effective, particularly if they have only a vague image of or adoration for studying or staying overseas but do not have an urgent necessity for studying English. Indeed, several researchers have observed that instrumental or extrinsic motivation for a short-term goal is often more important in a student's language acquisition than integrative and intrinsic motivation (Dörnyei, 2003; Gardner & MacIntyer, 1991; Miura, 2010). Also, Hiromori (2013) emphasizes the effectiveness of 'occasional events' such as regular periodic tests or entrance examinations, which work as extrinsic motivators to the study of English.

Our survey has demonstrated that there are certain differences in motivation between the TBC and the GCC groups, despite all belonging to the Department of English Communication. This is what we need to be aware of when developing curricula or lesson plans of general English. Although it is not very easy to distinguish the contents of teaching in college-wide English classes for students belonging to various departments or majors, closer understanding of each group may help educators when choosing classroom activities, or encouraging their students to study English.

Of all the 9 items belonging to Factor 2, the one with the highest loading concerned learning grammar: "I think the study of grammar is essential for improving my English proficiency (38)." Although it was a surprise for us, students' needs and preference for learning grammar had already been pointed out by several researchers (cf. Choi, 2005; Horwitz, 1987; Schulz, 1996). Brown (2009) compared the perceptions of effective foreign-language teaching between 1409

students and 49 teachers of FL classes at the University of Arizona. He reported that, while teachers tended to value communicative approaches and took precedence over grammar practice, their students did not appear to value it nearly as much, and their opinions on grammar teaching were more favorable than those of their teachers'.

The important point to note is that how to deal with grammar instruction is not only the issue of mismatch between teachers and students. Recently, a serious lack of grammatical knowledge or skills has been observed among Japanese college students (Nakajyo, Yokota, Hasegawa, & Nishigaki, 2012) and hence, an urgent need for remedial teaching of English grammar is advocated. Taking the situation surrounding first-year college students into account, it seems inevitable that the incorporation of grammar instruction into general English classes is of great necessity. However, Ano (2009) warns that just the repetition of what students learned in high school is not effective, and argues that a new style of grammar instruction, which motivates students, should be developed.

The third item in Factor 3 was another surprise for us, namely: "I want to improve writing skills particularly at college (37)." It was unexpected that the students had high expectations for writing skills. As a matter of fact, the syllabus of Integrated English has excluded writing from the goal of the course this year.

In recent years, the shift toward communicative approaches in language teaching might not have necessarily coincided with the emphasis of writing instruction. Moreover, it is understandable *even if* instructors of English become less focused on writing in general English courses for all college students with different proficiencies and interests. In such a teaching environment, the study of writing, if introduced into classes, would tend to be a passive activity, impersonal and irrelevant to the students' learning, not giving learners a chance to make a personal connection. Against this tendency, Elbow (1973, 1995, 1999) claims that writing is a process rather than only a product and that through this, learners need to find their own voice.

This year, one of the native-speaking instructors (Teacher A) who teaches Integrated English, has emphasized writing in her class through note-taking, summarizing, and writing journals. This instruction seemed to give the students an opportunity to open up and write about their own experiences or issues relevant to them. This observation could be confirmed through the results of the term-end writing test, in which the number of written words had significantly increased according to the *t*-Test compared with the word number at the beginning of the course of her class, or with that of students in other classes.

The questionnaire for the current survey was administered mid-term after the regular class teaching had been conducted 8 times. We found that the *mean* value of another item concerning writing (item 8, "Writing is a good way of studying English for me.") was significantly high with the students of Teacher A in the *t*-Test compared with those in other classes, despite their

levels' being the same according to the standardized test, taken at the beginning of the semester (April, 2014). Therefore, it is reasonable to suppose that Teacher A's way of teaching may have caused some changes in the students' beliefs toward their English writing in just a two-month period, which demonstrates that instructors can change beliefs about language learning *even* in general English courses over such a short time.

Limitations

One of the limitations of this study is that it covered only a limited range of participants. Thus, the traits of the students of the Department of English Communication, reflected in the factor analysis and the path model, would not necessarily be observed in different groups of participants. However, this paper is just part of a larger study that is being planned to analyze perceptions of the students from the other department at our junior college, i.e., the Department of Japanese Communication, which might give us a more comprehensive idea about students' beliefs, expectations and needs concerning learning English at college. Another limitation was that we did not conduct in-depth analysis of anxiety or learning strategies, which are both essential factors affecting the perceptions and motivations of EFL learners.

Conclusion

In this paper, we have explored students' beliefs, motivations, and expectations concerning English-language learning in our junior college. The results of factor and path analyses clearly show that students' motivations and beliefs are not unique even within the same department. Also, it was observed that there was a mismatch between the perceptions of students and teachers concerning the teaching of grammar and writing. Different from four-year colleges and universities, two-year colleges have only limited time to help students prepare to be members of society. We hope that the insights gained by this current study can lead to more effective instructional planning and implementation as well as increase comprehensive development of our entire curriculum of general English courses.

Notes

1. Schmidt *et al.* (1996) classifies studying or staying abroad as an extrinsic motivation, whereas Kimura *et al.* (2001) defines them as instrumental, which we have employed. Carreira (2005) demonstrates various views on such items as travel, friendship, studying abroad to be classified into specific motivational categories.
2. Although the *mean* values of items 35 and 40, belonging to Factor 2, are very high (more than 6.00) on the 7-point Likert-scale questionnaire, we did not exclude them from statistical analyses, because the method we employed for factor analysis (Main Factor Method) does not

presuppose normal distribution. We also conducted factor analysis without the two items in order to confirm our results and discovered that both the status of the 5 factors and all the other items, belonging to each factor group, had not changed.

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Appendix 1 Descriptive Statistics for the 7-point Likert-scale items

		<i>Range</i>	<i>Mean</i>	<i>SD</i>	<i>Skewness</i>	<i>Kurtosis</i>
1	I like English.*	2-7	5.18	1.18	-.32	-.23
2	English is easy.*	1-7	3.08	1.31	.55	.17
3	I am good at listening to English.*	1-7	3.37	1.24	.23	-.22
4	I am good at speaking English.*	1-6	2.98	1.17	.24	-.27
5	I am good at reading English.	1-7	3.68	1.43	.29	-.12
6	I am good at writing English.	1-6	3.08	1.07	-.03	-.20
7	Reading is a good way of studying English for me.	1-7	3.71	1.25	.10	.37
8	Writing is a good way of studying English for me.	1-7	3.74	1.19	-.01	.14
9	Listening is a good way of studying English for me.	1-7	4.21	1.35	.07	-.02
10	Speaking is a good way of studying English for me.	1-7	4.32	1.43	.14	-.24
11	I study English because it is useful when looking for a job.	1-7	5.47	1.36	-.99	.88
12	I study English because I want to do a job requiring English in the future.	1-7	5.48	1.42	-.65	-.14
13	I study English because I want to get a high score on the TOEIC.	1-7	5.08	1.52	-.54	-.10
14	I study English because English might be necessary when working for a company in the future.	1-7	5.16	1.47	-.74	.28
15	I study English because I want to get a good school record and be successful in transferring to a university.*	1-7	3.31	2.04	.44	-1.06
16	I study English because I have to get credits in English subjects before I can graduate from my college.*	1-7	4.31	1.70	-.11	-.77
17	I study English because I want to be well-adjusted to the globalized society.	1-7	5.55	1.36	-.77	.22
18	I study English because my parents or others tell me that it might be necessary.*	1-7	3.50	1.82	.28	-.85
19	I study English because I want to contribute to social activities such as international support.	1-7	4.35	1.58	-.13	-.48
20	I study English because I want to spread Japanese culture overseas.	1-7	4.17	1.68	-.05	-.60
21	I study English because I want to teach Japanese to people from abroad in the future.	1-7	3.49	1.68	.31	-.46
22	I study English because I like the English language itself.*	1-7	4.95	1.63	-.54	-.20
23	I study English because I want to know the difference between Japanese and English.*	1-7	3.92	1.72	.01	-.80
24	I study English because I want to understand the meanings of Western pop music.*	1-7	5.11	1.67	-.72	-.18
25	I study English because I want to understand the conversation in movies in the original language.	1-7	5.52	1.45	-1.11	1.15
26	I study English because I am interested in American and British cultures.	1-7	4.65	1.85	-.13	-1.24
27	I study English because I want to read books and magazines in English.	1-7	5.02	1.68	-.51	-.67
28	I study English because it is useful when I travel abroad.	3-7	5.96	1.13	-.75	-.44
29	I study English because I want to study abroad in the future.	1-7	4.98	1.89	-.56	-.76
30	I study English because I want to work in a foreign country in the future.	1-7	4.46	1.92	-.28	-.98
31	I study English because I want to live in a foreign country in the future.	1-7	4.48	1.98	-.23	-1.13
32	I study English because I want to marry a foreigner in the future.	1-7	3.89	2.06	.08	-1.25
33	I study English because I want to make friends with foreigners.	1-7	5.24	1.63	-.81	.05
34	I want to improve listening skills particularly at college.	1-7	5.70	1.25	-.85	.69
35	I want to improve speaking skills particularly at college.	3-7	6.03	1.07	-.85	-.21
36	I want to improve reading skills particularly at college.	1-7	5.58	1.31	-.82	.41
37	I want to improve writing skills particularly at college.	1-7	5.57	1.29	-.80	.53
38	I think the study of grammar is essential for improving my English proficiency.	1-7	5.75	1.40	-.88	-.03
39	I think the study of pronunciation is essential for improving my English proficiency.	1-7	5.66	1.33	-.74	.02
40	I think the study of vocabulary is essential for improving my English proficiency.	3-7	6.09	1.21	-1.18	.30

Note. $n = 113$. Items with * are eliminated. 1 (Strongly disagree) to 7 (Strongly agree).

1. 自分は英語が好きだ
2. 英語は易しいと思う
3. 英語リスニングは得意な方だ
4. 英語スピーキングは得意な方だ
5. リーディングは得意な方だ
6. 英語ライティングは得意な方だ
7. リーディングは自分に合った学習法だ
8. ライティングは自分に合った勉強法だ
9. リスニングは自分に合った学習法だ
10. スピーキングは自分に合った学習法だ
11. 英語は就職活動で役に立つから学ぶ
12. 将来英語を使う仕事をしたいから英語を学ぶ
13. TOEIC で高い点数を取りたいから英語を学ぶ
14. 会社に就職した後、仕事で必要になるから英語を学ぶ
15. 授業で良い成績をとって編入したいから英語を学ぶ
16. 卒業単位に必要なから英語を学ぶ
17. グローバル化に適応した人材になるため英語を学ぶ
18. 親や周りの大人から英語が必要だと言われるから学ぶ
19. 国際支援などの社会貢献をしたいから英語を学ぶ
20. 日本文化を海外に広めたいから英語を学ぶ
21. 将来日本語を外国人に教えたいから英語を学ぶ
22. 英語という言葉そのものが好きだから英語を学ぶ
23. 日本語と英語の違いについて知りたいから英語を学ぶ
24. 洋楽を英語で理解したいから英語を学ぶ
25. 映画を英語で理解したいから英語を学ぶ
26. アメリカやイギリスの文化に興味あるから英語を学ぶ
27. 英語の本や雑誌が読めるようになりたいから学ぶ
28. 海外旅行の時に役に立つから英語を学ぶ
29. 将来留学したいから英語を学ぶ
30. 将来海外で働きたいから英語を学ぶ
31. 将来海外に住みたいから英語を学ぶ
32. 将来国際結婚したいから英語を学ぶ
33. 外国人の友達を作りたいから英語を学ぶ
34. 短大では特にリスニングの力をつけたい
35. 短大では特にスピーキングの力をつけたい
36. 短大では特にリーディングの力をつけたい

37. 短大では特にライティングの力をつけたい
38. 英語力を高めるには文法が重要だと思う
39. 自分の英語力を高めるには発音が重要だと思う
40. 自分の英語力を高めるには語彙が重要だと思う